



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

"*Amanecer, to threaten*" Debe ser: *Amenazar*.

"*Asusto, m., fright*" Debe ser: *Susto*. Esta palabra nos parece que no se usa en el texto.

"*Cartera, f., notebook*" Mejor traducción: *pocket-book*. Una "cartera" de piel puede estar provista de una libretita para notas. Véase uso, pág. 20, T4.

"*Colocación, f., position*" Debe ser: *Colocación*.

"*Chasco, m., joke*" Mejor traducción: *disappointment*. Véase uso, pág. 26, E2, y consúltense Dics. Zerolo y Velázquez (2a. acepción).

"*Delgado, delicate*" Mejor traducción: *slender, thin*. Véase uso pág. 1, C3. También tenemos el adjetivo "delicado", que pudo haber usado la autora.

"*Enamorar(se), to be in love*" Debe ser: *Enamorarse*, sin el paréntesis de opción. "*Enamorar*" es "to make love".

"*Entretener, to entertain*" Debe ser: *Entretener*.

"*Entristecer, to become sad*" Debe ser: *Entristecerse*. "*Entristecer*" es "to make sad".

"*Estilo, n., style*" Mejor traducción: *way with*. Véase uso, pág. 37, D5.

"*Fresco, cool*" Debe añadirse la traducción *fresh*. Véase uso pág. 35, M3.

"*Jocoso, lively, jolly*" Mejor traducción: *jocose*. "Jocoso" es lo chocarrero, lo exageradamente chistoso. "Jolly" es alegre, festivo, agradable. El error está en que la autora ha escrito "*jocosa*" donde debió escribir *alegre*. Véase pág. 24, M1.

"*Meter, to put in, to intrude*" Debe omitirse la segunda traducción. "*To intrude*" es en español *meterse*.

"*Niña, f., girl*." Es abuso usar "siempre" "*niña*" por *muchacha*. Los alumnos de los Institutos de Segunda Enseñanza (High Schools), para quienes estas comedias se han escrito, no son "*niños*" y "*niñas*", sino *muchachos* y *muchachas* (*jóvenes*).

"*Papel, m., paper*" Debe añadirse la traducción *rôle, part*, Véase uso pág. 9, L4 y 39, J3.

Por lo demás, en el Vocabulario falta un buen número de palabras como "*corbata*", "*cordero*", "*donde*", "*plata*", "*tonta*", etc., y sobra también alguna que otra.

Para terminar. No se nos alcanza cómo un libro semejante haya podido ver la luz pública. Pero no hay que indignarse demasiado, puesto que ni es éste el único libro malo en el mercado, ni probablemente será el último.

JOAQUÍN ORTEGA

UNIVERSITY OF WISCONSIN

---

Juan de las Viñas, por Juan Eugenio Harzenbusch. Edited with introduction, notes, and vocabulary by James Geddes, Jr., Professor of Romance Languages in Boston University, and direct-method exercises by Grace E. and Bertha A. Merrill, of the Boston University Graduate School. Ginn & Company, Boston, 1919. 12mo., xv+136 pp.

The editor has chosen for preparation for class use a very delightful little farce, which seems admirably adapted for just such use. There is

nothing in it which could call forth the slightest objection to putting it into the hands of young students, and on the other hand, as the editor says, it is "thoroughly interesting and amusing to read," not needing the assistance of a set of actors to make it entertaining. Teachers who have had the discouragement of discovering that some stories or plays very pleasing to themselves have failed to prove popular with students will appreciate the appearance of *Juan de las Viñas*, for the amusing situations are such as can be appreciated by high school students of Spanish, who usually care nothing at all for literary excellence or dramatic perfection.

Though there is much to recommend the text, there is more to recommend this edition. The text presents few difficulties, and all matters that might be considered to offer some difficulty have been satisfactorily treated in either notes or vocabulary. Nothing is said in the preface about the book being intended for use early in the Spanish course, nevertheless the vocabulary and notes seem not to assume much acquaintance with idiomatic expressions. The book can therefore be used satisfactorily comparatively early in the course.

Excellent as the notes and particularly the vocabulary are, the exercises will probably make the strongest appeal to us younger and less experienced teachers, of whom there are many just now. Older teachers probably prefer to be free to use such exercises as they may wish to arrange for themselves, but even under such conditions, the pupils will very likely be better prepared for having these printed exercises in the book to serve as a guide in the preparation of the lesson. They are called "direct-method exercises," but this need not frighten the young teacher who fears the mystic and awesome words, "direct method," for these exercises can be used to advantage with any method.

One feature of these exercises is the systematic review of elementary grammar. Another is the grouping of idiomatic expressions. These can be pointed out by the teacher without this device, but more satisfactory results may be obtained if they are grouped where the student may have them before him at any time. Even if the *cuestionarios* are not used in class, they serve a purpose that nothing else does equally as well, viz., calling the pupil's attention, during preparation of the lesson, to words and phrases instead of merely to sequence of sentences.

A few typographical errors are noticeable. The vocabulary, page 105, has "a ciegos." On page 59, line 2, "que se" is written without a space. Page 23, line 9, has "t . . ." where a dash would better indicate an unfinished word. Finally, the numbering of lines is not consistent, as for instance on page 84. Sometimes the lines containing name of character and stage directions are counted, at other times, not.

This little book, one of the very attractive International Series, seems to the writer to be one of the very best edited texts available to young teachers, and he is sure that others will be as favorably impressed with it as he is.

THOS. A. FITZ-GERALD

THE TERRILL SCHOOL  
DALLAS, TEXAS